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AUTHOR Barton, Michele L.
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ABSTRACT

This paper presents a review of the literature and results of a study on regular teacher attitudes toward mainstreaming of students with disabilities in regular classes. Emphasis is on mainstreaming experiences in Illinois, especially Chicago, public schools. These efforts are related to concepts of the least restrictive environment and the regular education initiative. The study queried 31 Chicago elementary teachers about their attitudes toward mainstreaming. Reported positive attitudes were not supported by a small pilot study. Both the literature and the study indicate a basic support for mainstreaming but also the critical need for regular class teachers to be provided with inservice training, supportive assistance from special education teachers, and administrative support. The questionnaire (and tabulated results) and graphs are attached. (Contains 22 references.) (DB)

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Teachers' Opinions on the Implementation and Effects of Mainstreaming

Michele L. Barton

The purpose of this study is to investigate teacher's opinions of mainstreaming and the regular education initiative. In Illinois, the R.E.I. has two main focuses: 1. To provide those students already identified as eligible for Special Education, their services in the general education classrooms, with supports and aids. 2. To reduce the number of students requiring Special Education through pre-referral interventions. The goals of the R.E.I. are to merge the two separate systems of General and Special Education.

An immediate solution to a practical problem is needed. Results of this study can be used by administrators and special educators for purposes of applying and developing practical mainstreaming programs within their schools. In some cases, this study could be used for improving programs already existing. Examination of the pro's and con's of mainstreaming will be discussed. The impact on regular classroom teachers and special educators, their concerns and recommendations will be included in this study.

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Brief History and Developmental Background

"There are widely divergent opinions and interpretations regarding the implementation of the least restrictive environment (LRE) mandates and the programs that promote full integration of students. The primary purpose of the Education of All Handicapped Children's Act is to provide children with handicaps with a 'free appropriate public education'. The determination of the least restrictive environment must be made individually and annually for each child, and the process must be documented in the child's handicapping condition. When the school district proposes, because of the IEP, to remove a child from the regular education environment and to place that child in a segregated facility, the decision must be justified and documented." (Semis, No. 141, Feb., 1991).

The Regular Education Initiative (REI) is not a mandate but a concept, according to Lieberman (1990), which focuses on two issues: 1. Students with learning problems in the regular education classroom will not be automatically referred to special education and consequently be identified as handicapped. 2. Students with a handicapping condition will not automatically be taken from the regular education classroom or environment and placed into a separate environment. The REI concept is based on the belief that children with mild handicaps can appropriately receive most of their education in the regular classroom with supplemental services. REI

is not specified by state or federal law, but is does provide opportunity for teachers and administrators to this about better ways to organize and provide services to special needs children. Many schools in Illinois, including some schools in Chicago, have implemented instructional strategies that support REI.

With Public Law 94-142, Section 612 states: Least Restrictive Environment--The state agency must demonstrate that the state has established procedures to assure that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Chicago Board of Education, Dept. of Spec. Ed, 1990).

According to Section 614 (B) in regard to Payment and Withholding--whenever a state educational agency, after reasonable notice and opportunity for a hearing, finds that a local educational agency or an intermediate educational unit, in the administration of an application approved by the state educational agency has failed to comply with any requirements set forth in such application, the state agency shall make no further payments to such intermediate educational unit under section 620

until the state educational agency is satisfied that there is no longer any failure to comply with the requirement involved. (Semis, March, 1990).

Issues and Opinions

The essay "Rethinking the Regular Education Initiative: Focus on the Classroom Teacher", (Gersten & Woodward, 1990) reviews the forces that Special Education has been largely unsuccessful in its mandate to provide instructions in the least restrictive environment. In many cases, pull out services have failed to meet the educational needs of these students and have created barriers to their successful education. (Gersten & Woodward, p.7) Interpreting the Regular Education Initiative as a directive to return all special education students to the classroom is a overstatement of its original intent. The increased number of minority students placed in special education has caused a "tracking system" to be in effect. In addition to this, another major fear discussed is that once students are place in pull-out special education programs they rarely leave. Gersten & Woodward (1990), investigated special education services in three urban schools and found that only 4% of students served in special education programs left the program.

Through a study performed Ysseldyke in 1989 (Gersten & Woodward, 1990) it was determined that the quality of instruction provided in pull-out settings was not significantly better than instruction provided in the

general classroom. However, teachers in both areas felt that since special education classes are smaller, the curriculum is more skills oriented. The pace is slower and there exists larger amounts of one-to-one instruction. Some argued that these features were a mixed blessing for those with relatively minor learning problems. Due to the fact that some students are serviced in a resource setting, there is a tendency by some regular classroom teachers to feel less responsible for their learning. It was noted that many special educators feel "a genuine concern that regular education still is not ready, in either attitude or instructional capabilities to adequately meet the needs of students with special needs". (Gersten & Woodward, p. 9).

Teachers in the regular classroom tend to feel overburdened with not enough resources, rewards, or incentives being offered. Observations showed that teachers are natural emulators and are receptive to feedback on new practices when delivered by an experienced teacher. Suggestions to teachers should be clear and must be achievable. Cruickshank, in his study as investigated by the authors (Gersten & Woodward, 1990) found that when teachers carefully and systematically analyzed their use of new teaching strategies, they gained new insights into their roles as teachers and student learning increased significantly.

Patti Ralabate (1989), in her role as chairperson of the Connecticut Education Association Special Education Caucus, hears from a number of regular and special education teachers in her home state. Some of their concerns are: With REI, more students with learning problems are remaining in regular education classes and are being provided with minimal "consultation: services from special education specialists; special education teachers and specialists are being asked to maintain their present class/caseload sizes plus serve as consultants to numerous other students in the regular classrooms; special education teachers and regular education teachers are not being provided with additional time in their schedules to consult with one another; there are no special education class size/caseload maximums in Connecticut to protect students from being placed in overcrowded programs. In some districts, teachers are being discouraged from making special education referrals. The mainstreaming component of the IEP is not clearly defined and is often left to the discretion of the special education teacher. According to Ms. Ralabate (1989), "This leaves the special education teacher in the position of negotiating with the building administrator about which class or environment is deemed appropriate for both academic and/or social integration purposes."

Special education began as a commitment to meet students' needs on an individual basis. In "Integrating Students with Disabilities: Questions

and Answers for Chicago Public Schools: a spokesperson for the Dept. of Special Education & Pupil Support Services (1991) stated, "Unfortunately, some of the outcomes of the special education system have not been successful. As children reach adulthood, there are too few employment opportunities available to them. Separate education has resulted in unequal opportunities." In the city of Chicago, one in every nine or ten children has a disability; about one in a hundred has a disability that impacts them severely in daily life. It has taken special educators fifteen years to develop the methodologies to support meaningful integration in the local schools to benefit all children.

The Chicago Board of Education continues to advocate maximum inclusion of special needs populations while teachers and other special education advocates continue to seed the best educational opportunities for students regardless of the social ideals of mainstreaming. Dr. Thomas Hehir, (1991) Assistant Superintendent for Special Education and Pupil Support Services advocates a cross-categorical resource room. He believes every principal should take responsibility for serving the 7 to 8% of students with mild-to-moderate behavior problems and mild-to=moderate leaning disabilities. Dr. Hehir stated there would be no wholesale transfer of children into regular classes. It will be a gradual change.

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Chicago Teachers Union members disputed the effectiveness of broad mainstreaming. Carldell Cade, Union District Supervisor (Chicago Union Teacher, June, 1992), argued that the practice of adding non-disabled students to classes achieves the social goals of inclusion, but it does not consider needs and abilities of individual children. These changes are the foundation for the CTU's opposition to this type of mainstreaming. Teachers are complaining of having to teach different curriculum to such a broad spectrum of levels. The union is insisting that the board follow policies which will result in the best educational outcomes. Teachers feel accountable to these students. Inclusion is occurring whether a child can benefit from it or not. The unions's view is that inclusion should occur when the members of the multi-disciplinary team feel the child can benefit from the change.

In the past, educating students in the least restrictive environment meant self-contained classes for students requiring special attention. According to the union, Dr. Hehir has reinterpreted LRE to mean that self contained classes ar "too restrictive." The CTU is not aware of any in-services planned for teachers or any new programs to address teachers' concerns. Teachers present at the forum later commented that they feel pressure to change directions in writing IEP's and specifying fewer

specific services to make them appear as if the needs of the children are moderate rather than severe.

During the past three years, The Churchill Center for Learning Disabilities in New York City has been asked by several independent schools to offer specific recommendations for developing more effective services and instructional techniques for learning disabled students who are trying to cope with mainstreaming. The Churchill Consultancy Team, comprised of Churchill staff members, spends approximately 2 weeks interviewing administrative staff, observing and speaking with classroom teachers, LD specialists, and the school psychologist; and meeting with students and parents. The Churchill Team (Fagin, 1988) strongly recommends regular training workshops to help sensitize teachers to the problems and need of the learning disabled child in the regular classroom. The classroom teacher would then understand whether they can work effectively with the natural range of learning styles and abilities.

The National Joint Committee on Learning Disabilities (1991) developed a paper based on an investigation of what teachers felt was needed for effective mainstreaming. The list as summarized, included providing in-service programs for those school personnel who have not previously had such training in the following areas: child and adolescent development; individual differences; spoken and written language development and

disorders; cognitive development and learning theory: social and emotional development; cultural diversity; nature of learning disabilities; informal assessment; validated instructional strategies; adaptation of instructional materials and teaching techniques; classroom management; collaboration, consultation, and team teaching; multi-disciplinary team interaction; and parent and family support. The NJCLD acknowledges that implementation of these recommendations is challenging. A plan of action must be implemented.

The challenge of meeting students' individual needs successfully as suggested by the Chicago Public Schools Learning Disabilities Pilot Model (1991) can be instituted by blending the expertise of special and general educators, IEP objectives, restructuring curriculum, developing instructional strategies, exploring scheduling possibilities, and applying service delivery options.

Teachers would be more willing to teach handicapped children if they had practical information on how to adjust the learning environment to students' individual needs. The Diagnostic/Prescriptive Teaching Model as described by Pamela Gillet (1992), involves the special eduction teacher working with the regular teacher and the child. The special education teacher develops a prescription for the exceptional student, keeping in mind the student and the class in which he or she is enrolled. The special

education teacher demonstrates the teaching techniques and materials in the regular class. The effectiveness of this program depends on follow-up, and ongoing expert support to the regular teachers.

On the other hand, to function in the role of resource teacher, some critically important personality characteristics and attitudes must occur. Toni DeCrease (1986) suggests that resource teachers should be "hungry for change" and should have a high energy level. They must also be able to face problems directly. In addition, they must be politically sensitive and aware of formal and informal power structures.

Possessing a strong personal and professional commitment to the needs of children is most important. Finally, they must have a self-directed attitude, including acceptance of the necessity for record keeping and accountability requirements.

Baker and Zigmond (1990) formulated a study whereby all school personnel were asked to share their opinions on the climate of the school and on changes made in curricula to accommodate individual students. In the 25 item survey, teachers were asked whether they agreed, strongly agreed, disagreed, or strongly disagreed with each item. Teachers were all generally positive about the school. Twelve of the 23 teacher respondents checked the positive response on more than 80% of the items.

The target elementary school served 266 students, grades (K-5) during the 1987-1988 school year. Approximately, 54% of the students are Black. At that time, 2 self-contained LD classes existed servicing 22 students full time.

Through observation, teachers did not seem insensitive to the needs of the slowest or the fastest student. They were more committed to routine than to addressing various individual differences. All instruction was directed to the whole group. There was almost no interactive instruction. Observers left feeling very little enthusiasm. Teachers seem to care but their mindset was conformity, not accommodation. Any student who could not conform would probably be unsuccessful.

Results of the study were as follows: Teachers need to increase the percentage of time devoted to teaching and use a wider range of techniques especially for reading. More interactive tasks involving students in the learning process are needed. For successful full time mainstreaming to occur, teachers will be required to reorganize their daily routines and integrate alternative instructional practices. In-service training and ongoing technical assistance would be necessary to facilitate the change.

Problems that the Regular Education Initiative perpetuate are discussed by John Sachs (1990) in his model for understanding the mainstreaming dilemma. He made reference to a statement made by one of his

colleagues, in discussing REI,"We have thrown a wedding and neglected to invite the bride." (Sachs, p 136). His research concluded, "If the teacher is not meeting with success or does not recognize that he or she is in fact making progress, which can be attributed to a lack of formal training, then the teachers's and students's self-efficacies and subsequent interactions are quite unlikely. (Sachs, p. 237).

In determining the will and skill of regular educators through the Regular Education Initiative, researchers--Phillips, Allred, Brulle, and Shank (1990) found that respondents indicated positive attitudes toward mainstreaming, lowering class size facilitate integrations, administrative support involving integration, and labelling for obtaining special services. Teachers were basically concerned about high student teacher ratios, lack of materials, lack of preparation time, and increased paperwork. Results of their survey showed that teachers felt, to successfully handle students with handicaps, they needed, in the order of priority: special materials, classroom aides, consultation with special educators, strategies, more "hands-on experiences, more compensation, and college course work in special education. In teaching the handicap, teachers felt confident in working with parents, providing individual assistance, adapting materials, participating in IEP conferences, adapting curriculum, and managing behaviors. Teachers did not feel comfortable in

writing behavioral objectives, interpreting assessment results, and writing IEP's.

The severity of the handicap seems to have an impact on the teacher's willingness to work with students having special needs. Survey responses clearly indicated that teachers were willing to teach students who were gifted and students who had physical handicaps. They were not willing to teach students with mental handicaps.

In contrast to this study, an example was cited in the Chicago Union Teacher (April, 1992) of the success of mainstreaming at Julian High School. Every special education student at Julian except those diagnosed as EMH (educable mentally handicapped) is enrolled in all regular academic classes and assigned to a special education teacher or resource room. The program is successful because regular education teachers who are involved in mainstreaming receive assistance from the special education teachers. Special education in-services are given annually. Teachers correspond about student progress in writing every five weeks. Resource room teachers discuss with the regular teachers what the student can realistically achieve. Due to the extra support, most special education students at this school are academically successful and many have achieved honor roll status.

At the Talcott Elementary, "inclusion" is in effect. According to the Chicago Union Teacher's report (February, 1992), when a special ed child demonstrates the capability to handle additional work, his or her special ed teacher approaches the assistant principal. Together, they find a regular classroom teacher who will add the child to their class for one subject. Then the two teachers work together in order for the special ed teacher to reinforce what the child is learning in the regular class. The LD teacher might repeat a lesson until the child understands. If a child cannot keep up with the regular class, it is requested that he/she return to the home special ed class full time.

Deborah Voltz and Raymond Elliott, Jr. (1990) conducted a study to analyze and compare the perceptions of resource teachers, regular education teachers, special education coordinators, and principals in reference to resource teacher roles in promoting interaction with regular education teachers. With high frequency, it was cited that resource teachers provided input into grades and promotion decisions and provided instruction in the resource room. However, 2 low performance frequency items were team teaching in the regular classroom and setting up a peer tutoring program. The authors' research revealed that all groups agreed that resource teachers seldom or never performed these functions. Another significant finding was that self contained classes were more expensive to operate than

resource rooms and results showed no significant differences in the academic achievement gains of students participating in the two programs. Resource room teacher roles that involve the physical presence of the resource teacher in the regular education classroom, were not widely supported by regular education teachers. Voltz and Elliott (1990) refer to this as a "territorial" mindset. It was cited that these educators were hesitant of a joint teaching process. One factor influencing this mindset is a resistance to change.

The data from this study also indicates that certain constraints hinder the performance of ideal resource teacher roles in promoting desired interaction. Resource teachers complained of a lack of time in fulfilling desired role functions.

Least Relevant Research Study

"The current educational system for children with handicaps is perceived by some to be ineffective, nonfunctional, and overly expensive." (Phillips, , Allred, Brulle, & Shank, 1990). In 1988, Illinois ranked fifth highest nationally in the number of students receiving services in segregated settings, or through pull-out programs; approximately 42% of the students identified as handicapped were labelled learning disabled.

While the Chicago Board of Education continues to dismantle special education classes, there have been no established goals set for teachers

and no criteria for evaluating special students in academic classes where they cannot perform the work. There has also been no attempt to reduce class size to accommodate those special education students requiring more individualized attention. In an interview with Dr. Thomas Hehir (Department of Special Education Reorganization, 1991), he stated, "We advocate integration to improve student outcomes given the known shortcomings of segregation as a starting point for teaching most students with disabilities". He revealed that several schools are currently developing models and innovative programs that could be used at other schools. There appears to be no universal program. The local school councils and principals will be responsible for developing programs appropriate for their particular school. With reform, control and decision making has been designated to the schools. Therefore, cohesive management and implementation may differ from one school to the next. The same rules may not apply. This can be a problem for teachers transferring. One then has to learn to live by a different set of rules. Also, students transferring may have to conform to a different structure. Program types may vary. This leads to confusion and unrest. Teachers need support.

Efforts should be made toward specific indicators. Debra Viadero, (1986) discussed, "Effectiveness Indicators for Special Education". If includes a set of general principles consisting of a program's philosophy;

its policies relating to parent, student, and community; evaluation procedures; resource allocations; program's instructional content; teaching practices used; and desired outcomes.

Encompassing these factors have been school systems in other states. New York state's program for mainstreaming special education students has been highly effective. Using special funding and supportive projects, collaborative teaching and consultation has made the difference.

Most Relevant Research Studies

Within New York State, there have been a number of significant statutory, regulatory, and policy initiatives which have begun to redirect the educational system Educational professionals, advocates, and parents at all levels (federal, state, and local) have begun to formulate a new goal, one which de-emphasizes the separate continuum of special education services and in return seeks one continuum of educational services within which all students are guaranteed service and mobility. These initiatives require attention at various stages of the educational continuum. The best way to guarantee a student access to the mainstream program is to prevent the need for that student to leave it. This is the pre-referral stage. Referrals are thoroughly scrutinized to find only those that are necessary. It was also recognized that those recommended for special education should be able to return to regular education upon improvement over a period of time. Teachers have complained that the re-entry process is difficult without some transitional support for both students and the regular education teachers. Because of this, the legislature has provided funding for Declassification Support Services to help students and their mainstream teachers during the first year of transition from special education to full-time regular education. This also includes auxiliary staff support services and outside tutors.

Gloeckler and Cort (1988) were a part of the Churchill Consultancy Team that evaluates factors to determine whether curriculum design and development is sufficiently flexible to accommodate the needs of students with learning disabilities.

Once the evaluation is complete, the Churchill Consultancy Team meets with school personnel to discuss specific recommendations. "Every attempt is made to tailor these recommendations to the culture and need of each individual school and its student body." (Gloeckler and Cort, 1988). Schools are encouraged to implement changes slowly and in stages. The greatest challenge is the "refinement stage" which is the last, and leads us to what can be.

At Syracuse University, a group of colleagues spent four years studying mainstreaming and completed 25 in-depth case studies of mainstreaming programs under a national Institute of Education grant and 20 site reviews of integrated school programs for severely disabled students as part of a federal contract. Douglas Biklen (1985) found a common complaint against mainstreaming by regular classroom teachers. They spoke of not being trained and therefore not adequately prepared to integrate disabled youngster. Those most vocal in their complaints, did not always accept the training when it was offered. many openly resisted opportunities to work with consulting teachers or to participate in

specialized in-service training programs designed to upgrade their skills. On the other hand, many were willing to make the effort to develop the necessary skills. Those teachers who had a previous record of willingness to experiment and be involved in change were most likely to take advantage of training and consultation when offered. This leads to the belief that mainstreaming efforts and training should be provided to those expressing a willingness to change and delve into new types of education.

To have integration, it must be structured. Certain strategies which have been found useful in promoting integration are the dispersal of students with disabilities into groups on non-disabled students; integration of support services, and other resource help in the regular classroom, training teachers to serve as models of how to interact with disabled students, teaching about differences as part of the regular curriculum, and structuring social interaction in the classroom through planned activities. It is necessary to insure that students with disabilities follow similar patterns of classroom and school wide activities.

Three types of mainstreaming were tracked in the investigation. In the "teacher deals" model, mainstreaming comes through deals made by one teacher with another. A teacher will say, "How about it? Will you take Jane?" If the teacher agrees, mainstreaming occurs. The second type

consists of the self contained classroom in a regular school. The third model is called the "dual system: whereby intermediate school districts create special programs located in regular school buildings. The final model known as "unconditional mainstreaming", teachers speak about integration and learning as correlated goals. According to the researchers, "In the eyes of staff, mainstreaming is 'a given' of the setting, just like gym, recess, grouping of children by their ages, and a five and one half hour school day are given. People share an unconditional commitment to try and make it work, to discover the practical strategies to make it successful." (Bilken, 1985). This type of mainstreaming is different because there exists a frequency of discussions by teachers, administrators and parents on how to make mainstreaming more effective. It has been determined that there are literally numerous practical methods, strategies, and principles which can all be implemented by public schools with little or no additional cost. One such model involves the concept of collaborative teaching and consultation. Wiedmeyer and Lehman (1991) discuss a "House Plan" design where teachers and students are divided into small groups, with three or four teachers and approximately 130 students of one grade level in each house. Each grade level has tow to three houses. The students rotate among teachers for their academic subjects. They have large group assemblies, movies, etc. Collaborative teaching means a

cooperative and interactive process between two teachers that allows them to develop creative solutions to mutual problems. The outcome is a holistic program that enables students with special needs to achieve maximum success in the regular education setting.

Collaborative teaching includes sharing in planning, presenting, and checking assignments; incorporation of regular education input into individualized education programs for shared students: jointly shared parent conferences; and monitoring learning disabled students in any class for eye contact and attending behaviors, checking for note taking, a visual check for understanding prior to reteaching in the resource room; developing units for regular classroom teachers in social skills, reasoning/problem solving skills. Responsibilities would also consist of serving as a consultant on materials selection and demonstrating specific techniques for teaching applicable to LD students. A daily study skills class for LD students is enforced for emphasizing organization, use of time, prioritizing, study methods, test preparation methods, and goal setting. Intra-class groupings exist in the mainstream for initial or reteaching of difficult concepts.

Toward the end of the first year, questionnaires were given to teachers for feedback about the program. There was 100% agreement that the collaborative teaching program was the best alternative to the pull-out

program. The efficacy of the program was also judged by the grades of the LD students involved. eight of fifteen students made the B honor roll all four quarters, and no student received a failing grade in any academic area. Prior to this, they were receiving failing grades, when simply mainstreamed with pull-out resource.

Summary

Through research it has been found that mainstreaming means different things and takes on many forms. Nowhere in the federal law is mainstreaming defined. Schools have been relatively free to shape it in their own image. It can vary from one school district to another depending on administrative structure and leadership, funding, staffing patterns, attitudes of individuals involved, and the skill level of teachers.

The teachers' opinions of mainstreaming throughout research states that the regular education teacher must be provided with ample time to consult with the special education teacher and to develop a variety of curriculum materials. In-service must be provided. IEP objectives should be developed jointly. There should exist a collaborative effort whereby effective materials and strategies are developed.

Teams generally go through several phases of development before becoming truly collaborative. Research shows favorable results with team collaboration in student achievement, more positive teacher attitudes toward servicing the special education population, and a cohesiveness between regular classroom teachers and special educators. Therefore, there is a need too know how teachers feel about mainstreaming. General questions of the Study are:

1. Do teachers support mainstreaming?

2. Do teachers understand the concept of mainstreaming?

3. Do teachers favor faculty cooperation?

4. Teachers' opinions of the limitations of mainstreaming?

5. Teachers' opinions of teacher/student relationships?

Procedures

Population:

The population for this study included teachers at the elementary school level at a minimum of two schools in the Chicago area. The teachers surveyed are of black and white ethnicity and are of male and female gender.

Thirty one teachers were randomly selected. Eighteen of the thirty one teachers are currently involved in mainstreaming. Surveys ere passed out and immediately collected.

Methods of Data Collection:

To determine the effects of mainstreaming on teachers' attitudes in two elementary schools, the sample included 31 teachers of which 11 were from Metcalfe School and 10 from the Morgan School both located in Chicago, Illinois. The teachers were given a thirty item attitude inventory scale, which was designed to measure their attitudes toward the mainstreaming of

special education students particularly, the learning disabled within the regular classroom. Sixteen of the elementary school teachers were currently involved in the mainstreaming of students and fifteen were not. The Chi Square test was used to determine the statistical significance (.05) of the findings.

Findings:

The data taken from the survey shows the majority of teachers had a favorable attitude toward mainstreaming by stating they would accept special education children in their classroom given the option. Twenty agreed, three disagreed, and eight were undecided. However, when the pilot study was given, eight were against and three were for mainstreaming. When asked why the disapproved, the majority felt it was due to the need for in-service training, supportive assistance from special education teachers, and administrative support. Without supportive assistance, most teachers did not feed qualified to meet the needs of mainstreamed children.

A significant number of teachers at various grade levels believed the number of children mainstreamed into any one classroom should be limited. However, they did feel mainstreaming to be socially advantageous to the special child. A sizable proportion of teachers agreed to attend special classes of in-service training on mainstreaming if offered. The results of

the survey and the review of literature showed that regular classroom teachers want to participate in planning the Individualized Education Program (IEP). In both studies, there was a correlation of regular classroom teachers having high expectations of success for the mainstreamed student. The teacher's attitude and a supportive environment helps to determine the success or failure of mainstreaming. Additional comments were made in the survey that mainstreaming helps the children in the regular classrooms to be more understanding of those children with special needs. They even show an interest in peer tutoring and in receiving additional assistance from the special education teacher.

TABLE 1

TOTAL SURVEYED: 31

QUEST#	SUBGROUP 1 MAINSTREAMING AS A POLICY	AGREE	UNDECIDED	DISAGREE
1.	Most children in special education classrooms should be mainstreamed.	15 48.4%	9 29.0%	7 22.6%
2.	Given an opportunity of accepting/rejecting you would accept children mainstreamed in your classroom.	19 61.3%	8 25.8%	4 12.9%
19.	Mainstreaming is socially advantageous to the special child.	21 67.7%	9 29.0%	1 3.2%
20.	Mainstreaming is academically advantageous to the special child.	16 51.6%	12 38.7%	3 9.7%
21.	Mainstreamed children develop a better self-concept than children in self-contained special classrooms.	11 35.5%	15 48.4%	4 35.5%
	OBSERVED FREQUENCY	82 53.25%	53 34.42%	19 12.34%
	SUBGROUP 2 INSERVICING, UNDERSTANDING CONCEPTS			
3.	You understand the concept of mainstreaming.	25 80.6%	3 9.7%	2 6.5%
4.	Classroom teachers should receive special training before a child with special needs is placed in the regular classroom.	20 64.5%	10 32.3%	1 3.2%
5.	Without supportive assistance, you feel qualified to meet the needs of mainstreamed children.	6 19.4%	6 19.4%	17 54.8%
6.	You would attend special classes of inservice training on mainstreaming if offered.	27 87.1%	3 9.7%	1 3.2%
	OBSERVED FREQUENCY	78 64.46%	22 18.18%	21 17.36%
	SUBGROUP 3 COOPERATIVE EFFORT - STAFF			
7.	Special Education Teachers and regular education teachers should work together in planning for the mainstreamed child.	30 96.8%	0 0.0%	1 3.2%
8.	Regular classroom teachers should participate in planning the Individualized Education Program	21 67.7%	6 19.4%	4 12.9%

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16. The teacher in regular classrooms should have high expectations of success for the mainstreamed child.	22 71.0%	6 19.4%	3 9.7%
23. The classroom teacher should prepare the regular students to receive a mainstreamed child.	21 67.7%	5 16.1%	5 16.1%
24. The classroom teacher can promote positive relations between special children and the regular students.	30 96.8%	1 3.2%	0 0.0%
25. Attitudes of students toward mainstreamed children reflect the attitude of the classroom teachers.	14 45.2%	10 32.3%	7 22.6%
26. Mainstreaming helps make the children in regular classrooms more understanding of those children with special needs.	21 67.7%	10 32.3%	0 0.0%
28. Children in regular classrooms tend to feel sympathetic toward children with special needs.	8 25.8%	9 29.0%	14 45.2%
29. Children in regular classrooms offer supportive help to those children with special needs.	14 45.2%	14 45.2%	3 9.7%
30. Teachers should respond to the needs of the special child rather than to the child's disability.	25 80.6%	2 6.5%	4 12.9%
OBSERVED FREQUENCY	186 * 60.39%	64 20.78%	58 18.83%

* Significant at the .05 level of confidence
DF=2

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(IEP).

5. A teacher's attitude helps to determine the success or failure of mainstreaming.	30 96.8%	0 0.0%	1 3.2%
OBSERVED FREQUENCY	81 87.10%	6 6.45%	6 6.45%

SUBGROUP 4

NO MAINSTREAMING - LIMITATIONS

10. Mainstreaming requires a great deal of additional planning time by the teacher in a regular classroom.	15 48.4%	7 22.6%	8 25.8%
11. Mainstreaming requires a disproportionate amount instructional time devoted to one child.	10 32.3%	6 19.4%	14 45.2%
12. Mainstreaming takes away instructional time from the students in regular classrooms.	9 29.0%	8 25.8%	14 45.2%
13. Mainstreaming too many children who are not ready for the regular classroom can be dangerous.	23 74.2%	3 9.7%	5 16.1%
. Children with special needs make better academic gains in a self-contained special education classroom than in a mainstreamed environment.	5 16.1%	15 48.4%	10 32.3%
18. Children in special education classrooms feel more comfortable and accepted in a self-contained classroom.	7 22.6%	15 48.4%	9 29.0%
22. Children mainstreamed are disruptive to the regular classroom routine.	3 9.7%	9 29.0%	18 58.1%
27. Children in regular classrooms tend to ridicule mainstreamed children.	13 41.9%	7 22.6%	11 35.5%
OBSERVED FREQUENCY	85 34.84%	70 28.69%	89 36.48%

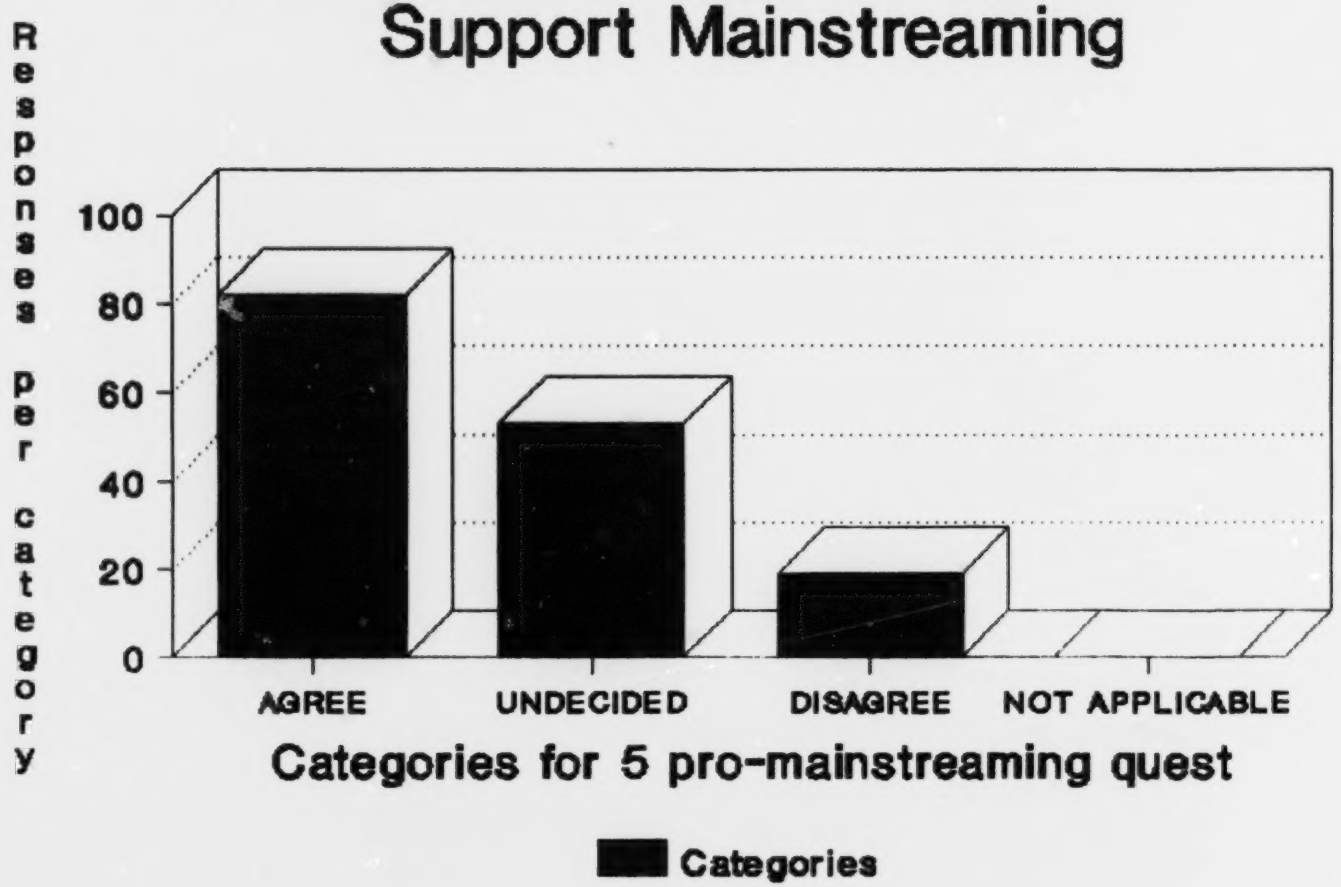
SUBGROUP 5

TEACHER/CHILD RELATIONSHIP

9. The number of children with special needs who are mainstreamed in a regular classroom should be limited.	25 80.6%	4 12.9%	1 3.2%
14. The child who is mainstreamed should be treated as a special person by the regular classroom teacher.	6 19.4%	3 9.7%	21 67.7%

MAINSTREAMING SURVEY

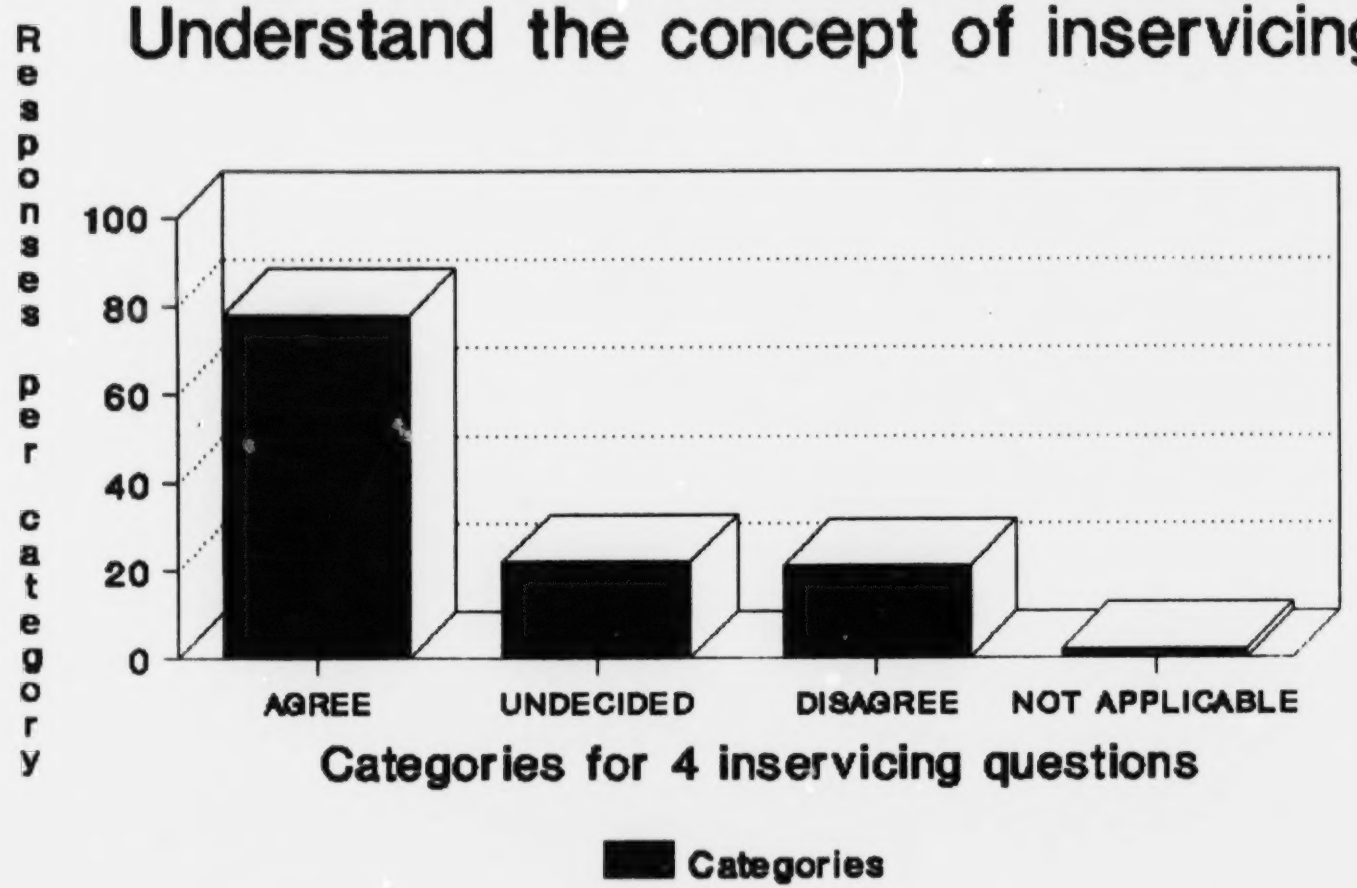
Support Mainstreaming



Metcalfe School June 17th, 1992
Survey population = 31

MAINSTREAMING SURVEY

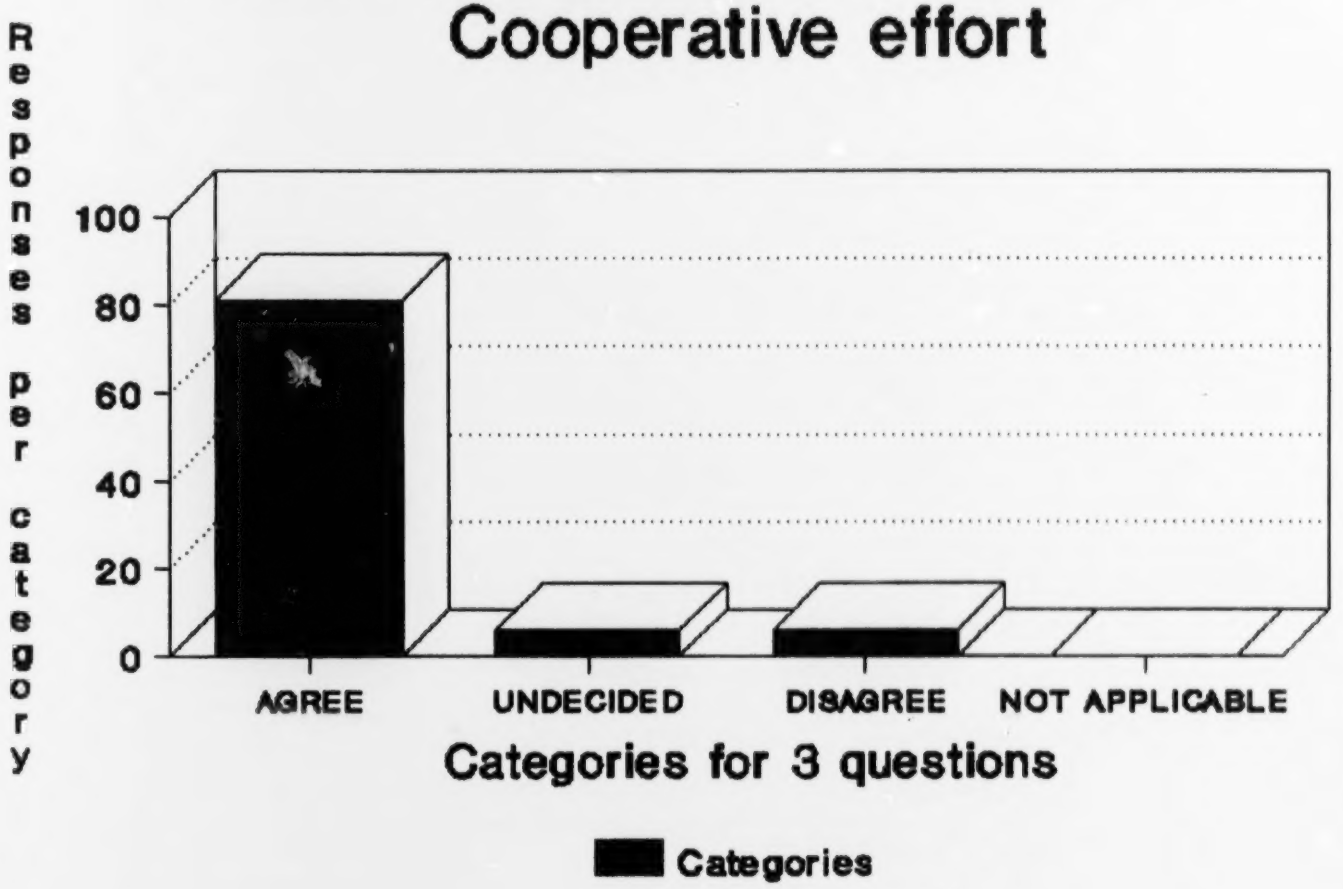
Understand the concept of inservicing



Metcalfe School June 17th, 1992
Survey population - 31

MAINSTREAMING SURVEY

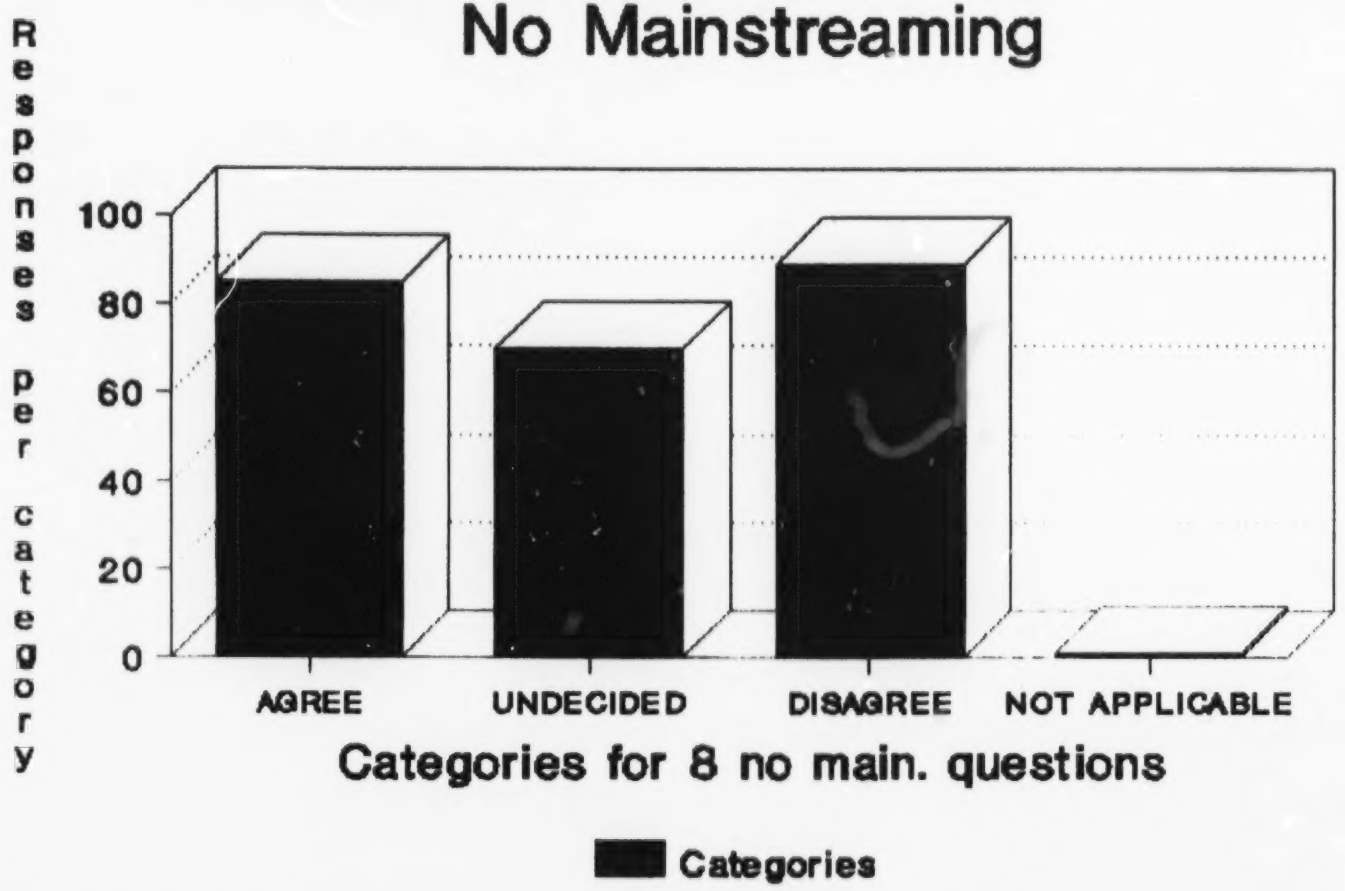
Cooperative effort



Metcalfe School June 17th, 1992
Survey population = 31

MAINSTREAMING SURVEY

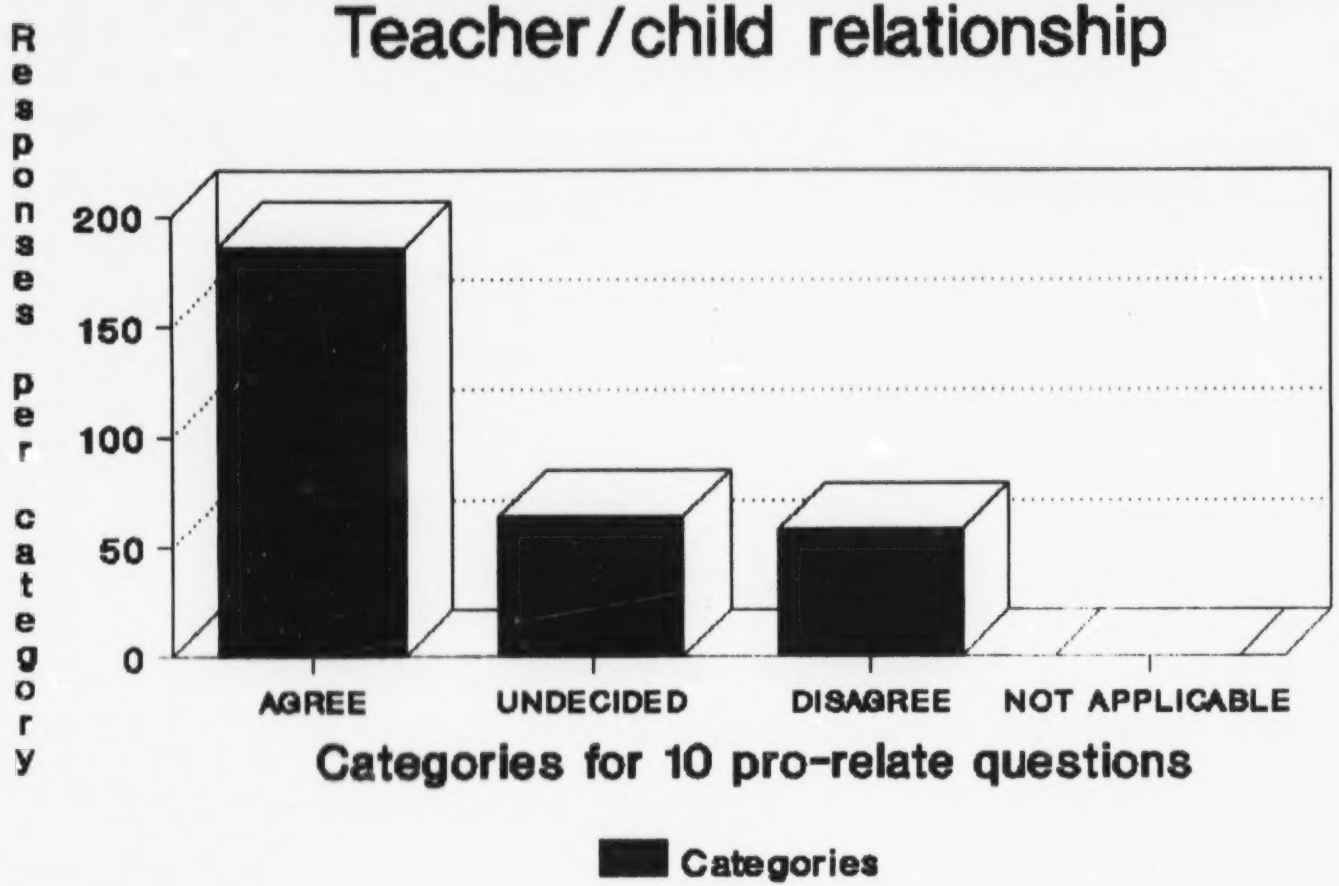
No Mainstreaming



Metcalfe School June 17th, 1992
Survey population = 31

MAINSTREAMING SURVEY

Teacher/child relationship



Metcalfe School June 17th, 1992
Survey population - 31

Conclusion

The data and findings of this study seem to justify the following conclusions:

1) According to the survey, overall the majority of teachers do understand the concept of mainstreaming. Through research it was found that most would feel comfortable with additional in-servicing.

2) Regular classroom teachers should receive special training and supportive assistance. The survey showed teachers want to participate in planning the IEP with the special educator and work together in planning for the mainstreamed child. A positive attitude must exist for the success of mainstreaming. Research and literature supports this.

3) School districts are applying mainstreaming in different ways. many of the practical and effective suggestions as discussed, can be applied or adapted to existing forms.

4) Collaborative teaching is what is desired in the survey responses and applied successfully within the literature review.

5) Through research and literature, the majority of teachers surveyed feel that mainstreaming is socially and academically advantageous to the special child and if given the opportunity would accept mainstreaming within their classrooms.

Based on the research it can be concluded, that the results support the research hypothesis. However, it is suggested that additional research may be encouraged for work with different populations, using different materials and dependent variables.

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